

## The Role of Pre-Tertiary Artistic Training in the Vocational Self-Determination of Enrollees

Larisa Vladimirovna Shokorova<sup>a</sup>, Natalia Egorovna Kiseleva<sup>a</sup>  
Oksana Alexandrovna Batsyna<sup>a</sup>

<sup>a</sup>Altai State University , RUSSIA

### ABSTRACT

The article deals with the problem of choosing a future profession by enrollees in the context of their vocational self-determination. It substantiates the value of art education in the vocational training of the intellectual, spiritual and moral human with high creativity, civic,aesthetic and moral position. It reveals special aspects of vocational self-determination of adolescence and the role of vocational guidance system in the formation of students' readiness to realize professional and educational trajectory. It analizes the specifics of artistic training in terms of networking cooperation of educational institutions. The article defines methods of creative work in professional and artistic activities, contributing to the development of creative skills and artistic orientation of enrollees as motivation for art education. It describes a set of special tasks aimed at the acquisition and development of students' knowledge and skills of examination work making. It offers educational conditions conducive to the development of enrollees' artistic orientation.

### KEYWORDS

art education, vocational self-determination, subject oriented instruction, vocational guidance, enrollees.

### ARTICLE HISTORY

Received 11 April 2016  
Revised 24 June 2016  
Accepted 30 June 2016

### 1. Introduction

#### 1.1. Art education in the context of vocational self-determination of enrollees

In the current context of globalization and modernization of all spheres of public life, education is of particular importance on the way of professional development of the individual. The choice of future profession is one of the first independent young man's moves under conditions of highly personal and social significance. Rational vocational self-determination, on the one hand, effectively contributes to the socialization of man in society, and on the other hand, – adequate development of professional sphere in the society, where one of actual problems is the formation of the spiritual world of the individual as the indicator level of its civil and aesthetic and ethical positions. Art education makes a

**CORRESPONDENCE** Larisa Vladimirovna Shokorova ✉ larazmei@mail.ru

© 2016 The Author(s). Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



significant contribution to solve the problem of development of young generation creativity, its personal and intellectual qualities, aimed at training of intellectual, spiritual and moral man, oriented on activities in the field of fine and decorative arts, costumes and the textile arts, design [4, p. 235].

Professional art education includes:

- Formation of cultural and historical competence, which implies the study of theory and history of art of different eras and nations;
- Development of artistic and practical competence, aimed at mastering the means of artistic expression of various arts;
- An education of artistic taste and evaluation criteria in the context of spiritual, moral and aesthetic ideals.

The most important task of art education system becomes a wide-preparation of a competent professional in the field of art with universal integrity, able to solve social problems by incorporating the humans into different cultural and historical environments (object-space, communication, visual significant, etc.) [3, p. 23].

Currently the problem of vocational self-determination “is manifested in the need to overcome the existing contradictions between the objective needs of society and inadequately formed subjective professional aspirations of young people and their parents” [6, p. 112]. Professions in arts are prestigious now and sought-after on the labor market, such as designer, fashion designer, stylist, artist-maker of decorative-applied works of art. However, due to the fact that there is intensification of refocusing from professional interests to personal consumption demands, related to the implementation of the material needs, the first choice of secondary school graduates are professions that have the lowest labor intensity with a stable payment. The dominant trend is the desire to fulfill their needs in achieving the social and material well-being and prestige. Choosing a profession in the field of art reveals systematic problems, aimed at finding ways to realize human capabilities, taking into account actual and future opportunities.

### 1.2. Special aspects of vocational self-determination in adolescence

Age specifics – “these are the most typical specific characteristics for each age period of children in their physical, mental and social development” [1, p.152]. Specific characteristic of adolescence is prominent contradiction of person in respect of reality and oneself. On the one hand, high school students can think logically, to engage in theoretical reasoning and introspection, they develop outlook and attitude to life, the motivation in choice of the core activities, “form elements of research skills, the ability to build life plans and to develop moral ideals” [9, p. 6]. The leading activity is educational and professional. This specific feature of adolescence gives evidence of learning awareness, purposefulness of gaining knowledge. On the other hand there is simultaneous interest in different spheres of activity, which indicates the instability of interest and, accordingly, the problem of choosing a future profession.

As the practice shows, the choice of professional educational institution does not mean that a person has made a conscious choice of profession. “Graduates, making a professional choice in difficult socio-economic, psychological conditions

are often not prepared to find the best way in terms of their individual qualities and social opportunities for their version of the career path. However, with the choice of profession students face in an age when they are not yet aware of all the consequences of the decisions taken in their youth" [20, p.4].

Self-determination is a process of conscious creative choice and subsequent formation of a person's active life position, on the basis of which a person develops and implements a range of possible actions in specific situations. Vocational self-determination is a multi-stage process to form a personal relationship to the professional work and the way of human self-realization, coordination of intrapersonal, social and professional needs. It involves self-sufficient and informed search of meanings of the work a person does, and all activities of daily living in order to form the inner readiness of a person to build, correct and implement self-development perspectives.

Problem of students' vocational self-determination solution must be in the course of specially organized activities – the system of vocational guidance, representing a range of measures to assist in choosing a profession. It is specially organized, coordinated work of homeroom teacher, pupils, parents, subject-teachers with pupils about finding opportunities in "proximal development zones" of personal and professional perspectives, pupils readiness formation in planning, implementation, professional and educational path, overcoming the problem situations related to professional choice.

Leading tasks of career guidance are:

- To generate a positive attitude to work;
- To teach to understand the content of professional activity and correlate requirements of profession with individual qualities;
- To create the need in awareness and assessment of one's personality and skills.

## 2. Methodology

### 2.1. Motivation as a means of formation of the person's artistic and creative orientation

When going to college focused on training of specialists in the field of art, enrollees need to have a certain amount of knowledge and skills in their chosen type of artistic activity, correlating it with their own capabilities and inclinations. In this connection there is a need for the development of the younger generation of artistic and creative orientation in choosing their future profession.

By definition of P. N. Osipov, "Orientation of the person - this is what a man wants, something that he strives for, his interests, inclinations, beliefs, ideals, which express his/her outlook. Orientation of the person defines the purpose of life and the leading motives (driving forces, causes) of human behavior" [19, p. 16]. Artistic and creative orientation serves as one of the structural elements of the whole person and determines the dynamics of creative process in any field of artistic activity.

The components of artistic and creative orientation are: the need – the motive – the goal – the conditions and correlated with them – the action – the operation.



The fundamental characteristic of this pattern acts as a need for motive cause of artistic and creative activities.

The needs are the driving force of any activity, they determine its nature and content. According to the hierarchy of needs by A. Maslow, a person engaged in artistic activities, high level needs (spiritual needs: cognitive, aesthetic and self-actualization) are in evidence along with the basic needs - [15, p. 447]. They are characterized by a high level of personal development. Aesthetic needs motivate people to work from the perspective of the beautiful, of moral principles. These needs are directly related to artistic creativity: the contemplation of the beautiful and implementing it into an art form by the laws of art, as well as in getting satisfied from the process of artistic activity. Human needs in self-actualization express the human desire for personal improvement, desire to achieve excellence in chosen activity, which is associated with the development of the individual's orientation [5, p. 38].

The object, responding to needs, becomes the motive power and activity motive. By A. N. Leontiev's definition: "The motive is objectified need, meaning the inner conscious motivation, reflecting the readiness for action" [12, p. 447]. The motives may be more or less conscious and unconscious. The main role of the person's orientation belongs to the conscious motives, when not only the purpose and results of activity are realized, but also the reality of this goal's fulfilment, when a person is aware of what motivates him to work. Stable motives, independent from the current situation make it possible to save personal orientation. A. K. Markova said: "...motivation of education consists of a series of motives, constantly changing and entering into new regulations. Therefore, the formation of motivation is not simply an increase of the positive or deepening of the negative attitude towards education, but standing behind it complication of the motivational sphere structure and motives it includes" [14, p. 87]. For the full development of artistic orientation of an individual, fairly stable motives to be engaged in artistic activities for a long time with the desire to achieve certain results, are required. A specific aspect of the process to assist in professional self-determination is a transformation of the unstable external stimuli into the internal sustainable actions, motives in a situation of choice. It is completed after all upon building a personal professional perspective or individual educational trajectory.

The success of any activity is associated with setting a goal and strong-willed effort to achieve it. Consciously set goals are achieved through human interaction with the environment, through the activities.

The aim of the development of artistic and creative orientation in preparation period for entry into university is to assist enrollees in their future professional development, adapting to the new conditions of learning.

## 2.2. Art and creative skills as the motivation of the individual to art education

The problem of the individual's artistic orientation is inextricably intertwined to the presence and productive development of artistic abilities. B. F. Lomov explains this by saying that the person is characterized not only by the fact of what he or she wants and strives for, but the fact what he or she can [13, p. 27].

The abilities are mental qualities and properties of a man, which appear to make certain type of job. The ability for a particular artistic activity is a prerequisite for the implementation of this activity as a creative work. By definition of V. I. Andreev, creative abilities are “synthesis of the properties and features of the individual, characterizing the degree of compliance with the requirements of a certain kind of creative activity and causing the level of performance” [2, p. 29].

V. I. Kireenko associates the abilities in the visual arts with the peculiarities of perception for aims of the image. It is the ability of holistic or synthetic vision and vivid visual memory. Holistic vision of the depicted object makes it possible to correctly determine the proportions, correctly express illumination relations of different surfaces of depicted form [7, p. 42].

V. S. Kuzin refers the following properties to the artistic abilities:

- The properties of artistic imagination and creative thinking, ensuring the selection of the main things, the most significant and specific in the phenomena of reality, concretization and generalization of the artistic image, creating an original composition;
- Emotional attitude to the perceived and depicted phenomena;
- Volitional artist's personality characteristics, ensuring the practical realization of creative ideas;
- High sensitivity of the visual analyzer, increasing in the course of graphic activity (sense of form, sense of color, sense of proportion, line);
- Rapid acquisition of new techniques in the study of a variety of techniques in drawing and painting, high sensomotor qualities the artist's hand [11, p. 212].

Only the activity that is creative, having a certain level of difficulty, motivation and emotional mood in the course of this activity, and at the end of it, can develop artistic qualities of a person. Such activities should be aimed at creation of something new, gaining new knowledge and finding new opportunities. Efforts to overcome the difficulties encountered are a strong stimulus to engage in this activity. The feeling of satisfaction on the results achieved increases self-esteem, level of aspiration, and generates confidence.

The presence of certain artistic abilities stimulates the desire and interest in artistic activities. In turn, as a consequence of the new knowledge acquisition and applying it in practice, we can talk about increasing the level of interest and motivation for artistic activity. The development of motivation is a shaping factor in the self-realization of enrollees and strengthening their interest in artistic activity, and thus contributes to the development of artistic and creative orientation. Help in the development of artistic and creative orientation at this age contributes to the interests and aspirations related to the future professional activity.

### 2.3. Special aspects of subject oriented art education in terms of networking cooperation of educational institutions

Project specific training is a system of pedagogical, psychological and educational, informational and organizational activities that promotes self-determination regarding the main directions of the future education of primary



school's senior pupils and the broad scope of future professional activity. Profilisation of education at the senior level puts the graduate of the main level to have to commit a responsible choice – preliminary self-determination with respect to the profiled direction of their own activity.

Subject oriented instruction objectives:

- To provide in-depth study of specific subjects of complete general education program;
- To create the conditions for significant differentiation of senior pupils' training content with broad and flexible opportunities to configure their individual educational programs;
- To contribute to the establishment of equal access to education for various categories of students according to their abilities, aptitudes and individual needs;
- To enhance possibilities of students' socialization, to ensure continuity between the basic and vocational education, to better prepare high school graduates for mastering higher education programs.

Subject oriented instruction involves appropriate staffing and good material and technical base. However, the necessary conditions can not always be created within a single educational institution. Therefore, for the organization of high school students' quality education it becomes appropriate to use educational resources of a few higher education institutions. Interaction of educational institutions provides students more opportunities to choose training courses and educational programs they need, and creates favorable conditions for the profession-oriented, professional and social self-determination of graduates.

Educational subject oriented instruction programs, implemented on the basis of higher education institutions may include, as a rule, one or more of the following substantial components:

- Training courses (core academic subjects corresponding to the aesthetic-artistic specialization having a practice-oriented focus);
- Psycho-pedagogical support of professional self-determination of students (diagnostic, consulting, training, information work with parents, etc.);
- Design and research activity of students, result of which is thesis defence, prepared by students (abstract, practically significant project, research report, creative work, etc.).

Specialized courses in the field of art education include such subjects as: form making of products of arts and crafts and folk art, costume and accessories, art designing, graphic design, etc.

In the process of these subject matters' learning takes place the development of creative skills, worldview, forming of aesthetic needs and artistic taste, increasing the level of motivation to engage in the arts, the need for artistic activity. Practical exercises carried out in workshops of higher education institutions help students to adapt to the educational environment of higher school, make it possible to estimate the level of essential knowledge and skills on the example of works by students.

Education in the specialized class saves in the early adolescence from hasty decisions, when the interest has the nature of short-term avocations and is based on external attractive signs of profession, but not supported by the stable interest in it. It also helps students to understand the field of application of their capabilities and skills to acquire the necessary professional skills, sufficient to achieve the goal of a successful entering a university and future vocational education.

#### 2.4. Specificity of training courses aimed to prepare for creative tests to enter university

School graduates entering the university on artistic specialties have different level of artistic skills: one group of students have trained in additional education institutions; the other group does not have necessary drawing skills. But all the enrollees feel the need to prepare for the creative tests.

The substantial side of examination tests is influenced by the specificity of educational institutions: traditional exam in "painting", "composition", "drawing". At that a set of disciplines is suffering some changes, taking into account the specialization of the institution, selected for entering. But an examination in drawing is fundamental in all educational institutions, engaged in the reception of enrollees for artistic professions. Requirements for the exam in drawing are based on an academic approach. Only the complexity of the object of the image is changed (a still life of geometric figures, image of antique plaster cast of the head or capitals drawing, plaster ornamentation), the requirements for its graphic execution.

Preparatory courses are directed not only to fill "gaps" in knowledge and skills of students, but also to form the ability to learn, need to improve themselves, develop their abilities and inclinations. The program at the training courses includes training materials necessary for passing the entrance exam in drawing and involve basic artistic skills as the initial stage of training in higher school.

Drawing has a leading role in artistic education, it is among the number of specialized disciplines that require constant improvement and finding new and more efficient forms and methods of education. Drawing classes help to learn and master the reality in various types of spatial and plastic arts, promote the mastery of creative work methods in artistic activity, methods of project graphics, develop a professional perception and creative thinking. The main means of expression of drawing (a point, a line, a contour, a silhouette, a plane, etc.) form the basis of any image. V. A. Korolev said: "Drawing is not only an art but also a science, learning to think by a form, to understand the structural basis, to portray the plastic structure of the objects on the plane" [10, p. 3].

To achieve a high level of examination drawing, enrollees need to master a number of methodological principles of academic drawing implementation. Generally accepted and proven practices include methods of learning drawing:

- Making exercise drawing from nature;
- Successive change of tasks with gradual complication;
- Frequent training in drawing in fulfilling long-term and short-term tasks;



- Demonstration of visual materials;
- Theoretical knowledge on studied topics.

Methods of education and methodical principles of drawing are closely associated with each other, since each method is a combination of techniques in a particular system. Methodical principles express certain objective laws of conducting work on drawings.

The methodical principles of teaching drawing are:

- The principle of flow of the drawing execution. It must be carried out with the first training steps on the basis of the particular principles of drawing: from the main thing to the minor, from the larger form - to smaller, from the main - to the secondary.
- The principle of the compositional picture in the format. It requires a specific order of work, making it possible to solve the problem of three-dimensional objects depiction on a plane of the sheet.
- The principle of drawing symmetrical paired forms. Most objects have a symmetrical pair form: household items, a human head, etc. The essence of the principle is to trace and draw paired and symmetrical forms simultaneously at the same time in accordance with each other and the whole on the basis of comparison.
- The principle of constructive analysis of the form in the picture. It must take into account the relationship of elements, not only in space but also in the constructive-structural terms.
- The principle of tonal drawing solution. Based on the study of laws of illumination.
- The principle of integrity of the image. It requires the ability to find the relationship and intersubordination of details, correct relations between the main thing and the minor.

With the accumulation of scientific knowledge and practical skills enrollees develop their creativity and visual memory, the ability to observe and analyze the surroundings. Movement of hands during long-term repetitions by a "hand-eye" plan is strengthened and become automatic, allowing to combine educational and creative tasks, which is the ultimate goal of the process of developing technical skills. New technical capabilities and creative experience make it possible to solve regular creative tasks, i.e., they contribute to further improvement in creative painting [22, p. 2158].

## 2.5. The complex of special tasks to train academic drawing at preparatory courses

Academic painting aims to study and identify the properties of objects and phenomena of reality. The leading place is occupied by "constructive drawing", making it possible to depict the visible and invisible adumbration of forms, to interpret the reason that created the object, to pierce into the essence of things, to analyze them [16, p. 27]. First, simple flat and three-dimensional shapes should be studied, and then more complex. The error of the most of enrollees is that they represent only the visible parts of the object, not realizing its internal

structure. Therefore, at the initial stage they perform the task of drawing a sphere based on a cube, a cylinder based on a four-sided prism, a hexagonal prism, based on a cylinder, a square, a circle, a triangle, a trapezoid and so on. It is necessary to construct three-dimensional objects on the plane using axes, diagonals and finding nodal points.

Linear constructive drawing is based on transparent drawing of the forms. It teaches not only to reproduce the image resemblance to the real object, but to see and reflect on the plane its internal structure. Linear constructive drawing teaches us to think, to understand the commonness of constructive objects' structure, patterns of forming the objective world, the relations among forms, the masses.

The use of simple graphical tools (line, bar, point) makes it possible to focus on the study of the fundamental laws, methods and means of the composition (the balance, integrity, composition center, contrasts and nuances, rhythm, symmetry and asymmetry, motion transfer, etc.) [8, p. 204]. The ability to see the object, its form and proportions, its position in space is acquired as a result of a long learning process. No one can expect good results in the art of drawing performance in the early stages of training. Not all, even as students, studying for several years in higher school, get a high image technicality.

#### 2.6. Pedagogical conditions conducive to the development of the artistic orientation of enrollees

For efficiency of enrollees' artistic and creative orientation development in the drawing learning process, the pedagogical conditions and requirements for the organization of the educational process should be defined:

- Creation of positive motivation in training artistic activity within a specially organized educational environment;
- Ensuring successful completion of the adaptation period during subject-oriented education and training courses;
- Implementation of self-organization and self-control of artistic activity as the main way to deepen the vocational self-determination.

In the framework of the first pedagogical condition the following ways and means to form a stable positive motivation for artistic activity can be suggested:

- Completeness of the educational material content in the area of drawing and the interest of students in its learning;
- Development of methods of teaching and creative work;
- Specially organized educational artistic environment;
- Role of evaluation and self-assessment in the development of motivation for artistic activity.

The second condition for the artistic orientation development of enrollees is to ensure successful completion of an adaptation period by enrollees in the period of school education and training courses. Adaptation is considered as a socialization of the individual, through which people learn to communicate efficiently with each other. When an individual enters certain social environment, he/she masters skills and abilities of practical and theoretical



activities, learns human relations culture, certain social norms of behavior [23, p. 1501].

There are three adapting components: educational-cognitive, socio-psychological and vocational. Educational and cognitive adaptation is associated with the change of the basic forms and methods of education. Socio-psychological adaptation is composed of interpersonal relationships - an adaptation to each new team and adaptation to the new teacher. Adapting to a new team will also depend on the initial level of knowledge and skills in drawing. Enrollees with a good grounding in drawing would feel more confident, rather than those who have a low level of training. On how long goes the adaptation to the social environment, the success of training depends. Adaptation result will be shown in the "adoption of rules, functions, requirements, learning content, methods, forms of professional activity" [17, p. 113].

The third condition for the artistic orientation of enrollees is the implementation of self-organization and self-control of artistic activity. Self-organization is "the activity and the ability of the individual, associated with the ability to organize himself/herself, which are shown in the purposefulness, activity, validity of motivation, planning his/her activities, independence, quickness of decision-making and responsibility for them, critical evaluation of the results of actions, a sense of duty" [18, p. 242]. Independence is one of the leading qualities of the person, which is expressed in the ability to set a specific goal, to insist on its implementation on their own, to take responsibility for their activities, to act consciously and proactively not only in familiar surroundings, but also in new conditions, requiring non-standard solutions.

The idea of self-awareness is considered as realization, evaluation and control by the subject of own actions, mental processes and states. Self-control is determined by society requirements for human behavior. Actualization of self-control and self-analysis is an integral part of self-development that is consonant with its self-realization, increase of interest in artistic activities in the learning process at the preliminary courses.

Creating a situation of success and positive motivation in learning activities affects the successful completion of the adaptation period in new environment of learning, which in turn is an incentive to maintain the interest in artistic activity. It helps the full inclusion of enrollees in independent work, in the process of self-organization and self-examination of their activities, which in turn contributes to the personal fulfillment of the enrollee and the development of artistic and creative orientation.

### 3. Results

Searching for the ways of self-realization requires to take into account the young person's actual and future opportunities and to make a conscious choice between the educational institutions in order to obtain a future profession. Universities, aimed at training professionals in arts, possess their own specifics and require applicants to own a certain amount of knowledge and skills in their chosen type of artistic activity. In this connection, pupils early profilisation, oriented to the effective preparation of graduates to the mastering of higher arts education programs, is very important. Profession-oriented subjects training, conducted as a part of courses by teachers of higher educational institutions,

promotes the development of creative abilities and stimulates the interest and the motivation to an artistic activity and, consequently, the formation of artistic and creative orientation. This is a determining factor in professional self-determination of enrollees and profession selection in arts.

Preliminary training courses are aimed at preparing enrollees for creative exams in profession-oriented subjects and it's important for students to learn successfully in their freshman years. Higher education environment has an additional impact on professional choice. These means of influence on students' professional choice are:

- drawing and other profession-oriented subject trainings take place in the same specially equipped for this profile training classrooms in which the students are learning;
- viewing the exhibition samples of educational and creative students works makes it possible to get familiar with the substantive aspects of the stages of artistic training and the final result of vocational training [21, p. 2345].

#### 4. Discussion

Teaching practice in art education reveals a complex relation system of developed artistic and creative abilities of the students and learning outcomes. Students with an insufficient level of creative abilities under certain conditions (in particular in case of high interest of an individual to a specific activity) could switch on so-called "compensatory mechanism". Lack of capacity in this case is compensated with the development of motivational sphere (interest in the subject, awareness of the profession selection and other). It makes it possible to reach the great success. This fact indicates that the leading aspect is the development of professional motivation. Student awareness of the correct profession, its attractiveness and importance affects the positive attitude toward the training and the training outcomes.

#### 5. Conclusion

The choice of future profession is one of the most difficult tasks of a school graduate. In this regard, great value has subject oriented instruction, built on the relationship of educational institutions. This gives a wide choice of courses and educational programs required for enrollees, and creates favorable conditions for vocational self-determination of graduates. Specialized academic subjects ("Formation of arts and crafts and folk art products", "Artistic design of costume and accessories", "Graphic Design" and so on) with practice-oriented focus promote the creative skills development, worldview, formation of aesthetic needs and artistic taste, increase the level of motivation to engage in arts. Development of motivation is a determining factor in the self-realization of enrollees and strengthening of their interest in artistic activity, thus contributing to the development of artistic and creative orientation.

For the development of artistic and creative orientation of enrollees the following components are required:

- Sstable interest in artistic activities;
- Need for vocational self-determination, related to the need for artistic activity;
- Positive motivation for art classes (activeness in education and creative graphic);



- Artistic training (development of drawing knowledge and skills).

Formation of vocational artistic and creative orientation of the person in the graphic activity is connected with the artistic and imaginative perception of the world and the mandatory development of skills. Very important is not only the presence of special abilities, but the desire of an individual to achieve results in the chosen field of art, personal motives. Preliminary courses are considered an important period of adaptation to the new educational process' conditions, the link between schooling and education in the university, contributing to vocational self-determination of enrollees.

### References

- Ananiev, B. G. Favorite Psychological Works. M.: Pedagogy, 1990, 227 p.
- Andreev, V. I. Pedagogy: Bootcamp for creative self-development. Kazan: CIT, 2003, 608 p.
- Baydenko, V. I. Competence approach to the design of the state educational standards of higher professional education (methodological and methodical questions): Manual. (2nd ed.) M.: Research center of problems of training quality, 2005, 114 p.
- Batsyna, O. A. In Focus – the embodied idea of artists-stylists of Arts Faculty of Altai State University. Cultural Heritage of Siberia. 2014. No. 16, P. 235-239.
- Vygotsky, L. S. Art Psychology. M.; 1968, 217 p.
- Gorbacheva, E. Y. Features of pre-training as a component of professional education. Person, family and society: questions of pedagogy and psychology: Articles from V International Scientific-Practical Conf. Part I. - Novosibirsk: SibAK, 2011, P. 112-116
- Kireenko, V. I. Psychology of abilities to fine art activity. M.: 1959, 272 p.
- Kiseleva, N. E., Shokorova, L. V. Decorative composition as a means of designers' creative thinking development. Historical, philosophical, political and juridical sciences, cultural studies and art criticism. Questions of theory and practice. Tambov: Publishing House "Gramota", 2014. 9 (47), P. 203-205.
- Kon, I. S. Psychology of senior high school student: A Handbook for Teachers. M.: Education, 1980, 192 p.
- Korolev, V. A. Exercise drawing. M.: Visual Arts, 1981. - 128 p.
- Kuzin, V. S. Psychology of Art: a textbook for art schools.M.: Education, 1982, 256 p.
- Leontiev, A. N. Activities. Consciousness. Personality. M.: 1975, 107 p.
- Lomov, B. F. Methodological and theoretical problems of psychology. Edited by Y. M. Zabrodin, E. V. Shorohov. M.: Nauka, 1984, 444 p.
- Markov, A. K. Formation of motivation to Learn. M., 1990, 376 p.
- Maslow, A. Motivation and Personality (3rd Ed.) Transl. from English. SPb.: Peter, 2007, 352p.
- Medvedev, L. G. Academic drawing in the process of art education. Omsk: Publishing House "Nauka", 2008, 290 p.
- Menshenina, I. S. Professional orientation of enrollees in the classroom for drawing. Siberian Pedagogical Journal: Scientific Edition. Edited by T. A. Romm. Novosibirsk: Publishing House of NSPU, 2014, Vol. 3, P.113-115.
- Nevolina, V. V. Interrelation of valuable orientations and motivation in the student age. Materials of the XI International scientific-practical conference "The scientific community of XXI century. Humanitarian sciences". Novosibirsk: "Seebach", 2013, P. 242-246.
- Osipov, P. N. Encouraging of self-improvement of students. Kazan: Karpol, 1997, 215 p.
- Step into adulthood: professional self-determination of pupils. Toolkit for teachers of educational institutions to work with students. Ekaterinburg. 2011, 67 p.
- Shokorova, L.V., Mamyrina, N. S. Professional and artistic education of future folk artists in the process of drawing training. Man In India, 96 (7): 2345-2356
- Shokorova, L.V., Turlyun, L.N. Shaping of Arts and Crafts Objects Using Computer Graphics. International Journal of Applied Engineering Research ISSN 0973-4562 Volume 11, Number 4 (2016) pp. 2185-2190
- Nekhvyadovich, L.I., Chernyaeva, I.V. Experience and Perspectives of Art History Development in Educational Space of Siberia at the Turn of XX - XXI centuries. International Journal of Environmental & Science Education. 2016, V. 11, Is. 7., p. 1501-1507.